

379.7471
N48³
1916

DEPARTMENT OF EDUCATION
THE CITY OF NEW YORK
PARK AVENUE AND FIFTY-NINTH STREET
TEACHERS' COUNCIL

REPORT OF THE PRESIDENT
FOR THE YEAR ENDING DECEMBER, 1916

379.7471

N 483

1916

DEPARTMENT OF EDUCATION
THE CITY OF NEW YORK
PARK AVENUE AND FIFTY-NINTH STREET

TEACHERS' COUNCIL

January 6, 1917.

To the Teachers' Council,

Ladies and Gentlemen:-

The close of the third year of the Council's work leaves no cause for doubt as to its aim and purpose, much less of criticism for the motives actuating its members in the achievement of the labors thus far accomplished.

How diversified and far-reaching this work has been is best shown by the secretary's detailed list of reports, resolutions and recommendations submitted in the past three years. A mere perusal of this list with appreciation of the ground covered thereby will confirm every member's belief in the efficiency of the Council and must convince any one of the zeal, interest and devotion with which the Council committees have applied themselves to their several tasks. And this list comprises only the opinions adopted by the Council, not all of its proceedings.

That the recommendations and suggestions embodied in your reports have not always met with full acceptance or approval at the hands of the authorities, need cause no regret nor solicitude. In no wise does it detract from their value as the recorded expression of opinion of a body of men and women of ripe experience and mature judgment who are in the closest contact with the operation of school policies and administrative functions.

Under our constitution this body is charged with furnishing information and opinions to the Board of Education and the Board of Superintendents, and recommendations concerning problems affecting schools and teachers. When these things have been done their further course may be of definite interest to us individually and collectively but they are no further concern or obligation to the Council except in so far as the Council may and does reiterate or emphasize its opinion on a question whose urgency demands action.

Progress in matters educational is inevitably slow. The child is the state in embryo, and Channing's dictum - "to educate a child perfectly requires profounder thought, greater wisdom than to govern a state" - becomes more and more pregnant with truth as the advancing complexity of the structure of civilization, as well as its core of education, demands more and more skill with experience, and breadth of thought with sympathy. It is becoming indeed as important to plan for the future as to provide for the present, to determine what to eliminate as well as what to add to the core of education.

Till psychology is an exact science education cannot attain exact formulation or delimitation; till the social organism reaches its Utopia, the educational system cannot be at rest. Hence the diversity of views in the fundamentals due to divergence of viewpoints, the ceaseless struggle for educational control between collectivism and individualism and the intrusion of insistent ^{interests} industrial and social, to modify all, must always predicate a transitional stage for education.

So must we of the Council who are but a part of the educational cosmos be patient if certain recommendations of this body appear to fail of acceptance. While distinct and concrete evidence of the application of its findings may not always be apparent, the influence of its labors is not without effect in modifying proposed policies, readjusting established conditions and sowing the seed for new movements.

10 F. 17 Dec. 9. 1916 cont. 201/22

THE UNIVERSITY OF CHICAGO
LIBRARY
540 EAST 57TH STREET
CHICAGO, ILL.

UNIVERSITY OF CHICAGO

January 1914.

To the Trustees, Chicago

Dear Sirs:

The object of this year of the Council's work has been to secure for the University a more complete and efficient system of education for the students, and to secure for the members of the faculty a more complete and efficient system of education for the students.

How different is the situation from that which has been the case in the past. The University has been the center of the world's attention, and the world has been the center of the University's attention. The University has been the center of the world's attention, and the world has been the center of the University's attention. The University has been the center of the world's attention, and the world has been the center of the University's attention.

That the University has been the center of the world's attention, and the world has been the center of the University's attention. The University has been the center of the world's attention, and the world has been the center of the University's attention. The University has been the center of the world's attention, and the world has been the center of the University's attention.

Under our constitution, the University is a body of trustees, and the trustees are the center of the University's attention. The University has been the center of the world's attention, and the world has been the center of the University's attention. The University has been the center of the world's attention, and the world has been the center of the University's attention.

Progress in the University is inevitable. The University has been the center of the world's attention, and the world has been the center of the University's attention. The University has been the center of the world's attention, and the world has been the center of the University's attention. The University has been the center of the world's attention, and the world has been the center of the University's attention.

The University is an exact science, and the exact science is the center of the University's attention. The University has been the center of the world's attention, and the world has been the center of the University's attention. The University has been the center of the world's attention, and the world has been the center of the University's attention.

So that the University is an exact science, and the exact science is the center of the University's attention. The University has been the center of the world's attention, and the world has been the center of the University's attention. The University has been the center of the world's attention, and the world has been the center of the University's attention.

We are not justified in expecting more than the work of teachers everywhere and in all ages has secured. While theirs is constructive work in the most potent sense of the word it is not the kind that attracts the world's attention and interest as do the accumulation of immense fortunes, the erection of huge structures, the undertaking of vast enterprises, but it is nevertheless fundamental to them all. We are however justified in being content with the consciousness that as members of the Council as well as teachers we are freely and earnestly giving the best that is in us to the solution of local educational problems.

Whatever the future may hold in store for the purpose, powers and form of teachers' councils, the idea has come to stay and its extension and acceptance elsewhere are becoming matters of record. This was evidenced by the views and announcements of educational representatives from all parts of the country at the National Education Association conference on teachers' councils last July. The latest evidence is the plan to form such a council for the Milwaukee schools in the preparation of which our correspondence bureau was recently asked to furnish information and literature.

In the matter of council organization there seems to be still some confusion in the minds of correspondents and occasional writers in the press. Your chairman has had occasion repeatedly to correct impressions that the Council represents only associations of teachers and principals and that each member represents some association. From the very plan of its organization it should be clear that no association controls or could control the Council. Each member represents the group of teachers or principals that elected him and that group is representative of all of its kind or grade of teachers or principals in the system. A group may be composed of six or a hundred delegates chosen from several or fifty different organizations. The plan gives play for minority as well as majority representation and the purpose in leaving the selection of delegates to the voluntary organizations was to secure the two best features of a teacher's council - voluntary cooperation and independence of discussion and action.

From the list of your committee activities during the past three years, it would appear that several of the committees provided by the constitution have been assigned as much work as the others. This, to be sure, is no fault of the committee members. No committee can take the initiative, and it rests with the Council to consider, for one of these committees, whether or not a more active investigation of the place and value of vocational training in or apart from the traditional school, should be undertaken. Just now it is certainly a question of overshadowing importance.

Similarly a closer study of the need and relationship of special schools and classes would seem to be timely in view of the growing tendency to use the schools for much that was formerly considered a legitimate obligation of the home and of family interest and protection.

For another large and important field of fruitful activity, your chairman would urge that the Committees on Community Needs and Recreation Centers be given authority to study ways and means to secure a closer touch and if possible active cooperation between the Council and civic bodies of all kinds outside the schools, for mutual enlightenment and for the better appreciation of the educational problems in which all are concerned.

The course of study is ever a subject of serious thought and prospective modification. The recent addition of several provisions whose intrinsic importance admits of no denial, would suggest a further seasonal study of the curriculum with a view to possible simplification or elimination to make room for the new additions without sacrificing essentials.

The matter of a definite appropriation in the educational budget for the necessary expenses of the Council is already under consideration by your Executive Committee. Heretofore the disbursements of the Council have been covered by the appropriation for the Bureau of Reference and Research. There should be a separate and distinct appropriation for the Council. Its dignity and self-respect call for this simple recognition of its worth and its efficiency.

In closing this annual review of the Council's work your chairman takes sincere pleasure in extending to his colleagues in office and to all the members his cordial appreciation of their loyalty to the Council, their unflagging interest in its work, and their unfailing courtesy and consideration toward himself.

Magnus Gross

UNIVERSITY OF ILLINOIS LIBRARY
JAN 27 1917